

**Bossier Parish Community College**  
**Master Syllabus**

**Course Prefix and Number:** PTAP 215

**Credit Hours:** 2

**Course Title:** Special Areas of Practice

**Textbooks:** No required text

**Course Prerequisites:** Selective admission to the Physical Therapist Assistant program.

**Course Description:**

Exploration of special practice areas in physical therapy through guest lectures, field trips and small group research/presentations. Course may include but is not limited to such topics as pediatrics, amputees, geriatrics, burn care, functional assessment, cultural competency, posture/gait assessment, Medicare/Medicaid considerations, and selected orthotic/prosthetic devices.

**Learning Outcomes:**

At the end of this course the student will:

- A. communicate with patients and with therapists/interdisciplinary team members , both verbally and in written form, using appropriate terminology related to selected specialized areas of physical therapy practice;
- B. appropriately interpret and safely carry out a physical therapy plan of care for patients in selected specialized areas of physical therapy practice;
- C. accurately utilize standardized instruments to document patient functional status;
- D. appropriately apply, adjust, monitor and train patients in the use of selected orthotic and prosthetic devices;;
- E. practice in the clinical environment with appropriate sensitivity, communication and behavior related to the individual and cultural differences among patients, families and other clinicians/health care providers; and
- F. perform and document an interim assessment of patient posture and gait, recognizing abnormalities and describing common causes and consequences of such.
- G. apply skills or expand knowledge from this course (or concurrent courses) by participating in one or more community service or professional development opportunities.

To achieve the learning outcomes, the student will

- 1. describe normal postural alignment for each joints/region in each plane for selected positions of the body. (F)
- 2. discuss common abnormal alignments in each cardinal plane, identifying muscles in a shortened and lengthened position. (F)
- 3. define the term joint moment and identify moments occurring with normal postural alignment and common abnormal alignments. (F)

4. perform observational assessments of posture on multiple individuals from frontal and sagittal views, accurately identifying and documenting deviations from normal. (F)
5. demonstrate appropriate exercises to address goals related to common postural abnormalities (to include postural awareness during ADLs) based on PT evaluation and POC. (F)
6. list and describe the components of the stance and swing phases of normal gait using traditional and Rancho Los Amigos terminology. (F)
7. recognize the effects of age, disease, injury and malalignment on gait. (F)
8. perform observational gait assessment, identifying normal and common faulty gait patterns through video and observation of classmates. (F)
9. appropriately document description of gait including parameters for quantity and quality in SOAP note format. (F)
11. identify major etiological factors leading to lower extremity amputation surgery. (A,B, D)
12. describe and demonstrate proper residual limb wrapping for the transtibial and transfemoral amputee. (B,D)
13. identify the factors influencing PT goals and outcomes for the lower extremity amputee. (A,B)
14. recall components of normal gait and describe common gait deviations of the transfemoral and transtibial amputee prosthetic wearer and identify conditions of prosthetic fit/design and/or of the amputee commonly associated with each gait deviation. (A,B,D,F)
15. identify normal and abnormal integumentary changes in the residual limb with LE prosthetic training based upon the pressure tolerant areas for weight bearing and pressure sensitive areas for avoidance of weight bearing forces (A,B,D)
16. describe the process used by the prosthetist in evaluating/prescribing/fabricating/ and modifying the transtibial or transfemoral prosthesis. (D)
17. compare and contrast various types of prosthetic components found in the transtibial and transfemoral prosthesis. (D)
18. based upon a PT's initial evaluation and plan of care, appropriately select, implement and progress interventions and interim assessments for the transtibial and transfemoral amputee patient in various stages of rehabilitation. (B,D)
19. research selected prosthetic & orthotic devices (UE prostheses, AFO, knee orthoses, TLSO, cervical spine orthoses, wrist/hand splints and orthoses, HKAFO/RGO, Dynasplint/LLLD type orthoses) for in-class presentation. Present and recall for each device: (D)
  - a. description of the device and it's primary purposes.
  - b. common diagnoses the device may be prescribed for.
  - c. variety available and where they can be obtained.
  - d. exercises ( or other PT interventions) which are commonly used to prepare patient for the device, to be used in conjunction with wearing the device or to be used when device is no longer necessary.
  - e. proper alignment/fit and donning/doffing of the device including demonstration.
  - f. traditional rehab progression with the device.
  - g. relevant pressure area considerations with the device and other safety precautions with device.
  - h. instructions which should be given to the patient/family on care of and use of the device.
  - i. insurance considerations and reimbursement issues for the selected device.

20. classify severity of burns based on % body region affected and skin thickness involved. (A,B)
21. discuss medical management of burns including surgical and non-surgical interventions. (A,B)
22. discuss physical therapy management of burns including wound care, positioning, exercise, and patient/caregiver instruction. (A,B)
23. recall normal motor development in terms of primitive reflex appearance/integration, function/appearance in given postures and gross/fine motor milestone achievement. (A,B)
24. describe common physical therapy patient problems encountered at various stages of motor development. (A,B)
25. discuss interventions for addressing selected pediatric physical therapy problems and goals from pediatric PT POC. (A,B)
26. identify common age-specific considerations/precautions when treating a pediatric patient. (A,B,E)
27. discuss the etiology of common orthopedic, genetic, neurologic, and chromosomal disorders seen in pediatric physical therapy practice. (A,B)
28. discuss common treatment goals in pediatric physical therapy practice and describe interventions and patient/family education appropriate for meeting those goals based upon a PT's initial evaluation and plan of care. (A,B,E)
29. describe, and use effectively, age-appropriate communication strategies when working with pediatric patients and their family members. (E)
30. define ageism and identify common misconceptions regarding aging and individuals over 65. (A,B,E)
31. describe strategies for providing support to caregivers of geriatric patients. (B,E)
32. define the criteria for "elder abuse", describe characteristics of those most likely to be abused and to abuse, identify signs of abuse; describe the roles/responsibilities of the PTA related to this subject, and discuss appropriate strategies for reporting suspected incidents. (B,E)
33. describe normal physiological changes to selected systems with aging. (A,B)
34. discuss exercise considerations in working with geriatric patients/clients. (B)
35. describe communication strategies to use with geriatric patients with hearing impairment, visual impairment and/or dementia. (B,E)
36. describe the mini mental examination and discuss its use in the diagnosis of dementia. (A,B)
37. differentiate between dementia and related conditions based upon pathophysiology and patient presentation. (A, B)
38. referencing the disablement model and ICF models, correctly list and/or hypothesize patient pathologies/health conditions, impairments in body structure/function; functional limitations/activity limitations and disabilities/participation limitations. (C)
39. discuss the importance of standardized tools for documentation of patient function in terms of reimbursement. (C)
40. compare and contrast selected functional assessment instruments in terms of tool administration, nature of data collected, and psychometric properties. (C)
41. accurately use the GG scoring system and other selected instruments in assessing function based upon a written description of the performance and/or a video clip of the performance. (C)

42. define ‘culture’ and accurately identify the ways in which culture may impact healthcare delivery and may influence communication strategies used by the healthcare provider (E)
43. recognize the potential socioeconomic, epidemiological, and treatment efficacy impact of cultural differences on patient care as they apply to selected cultural groups and case study analyses. (E)
44. compare and contrast Medicare (parts A, B, C and D), Medicaid and Private Insurance terminology and regulations, including specific guidelines related to physical therapy care, documentation, and reimbursement. (A,B)
45. participate in one or more approved community service or professional development activity during this semester (G)
46. review, recall, and apply knowledge of the normal anatomy/physiology and pathophysiology of the genitourinary and reproductive systems of the body in describing normal system anatomy/processes of those systems, common diagnoses/pathophysiology affecting those systems, and identifying implications of those diagnoses related to provision of physical therapy care (pelvic health). (A,B)

**Course Requirements:** To earn a grade of “C” or higher the student must earn 70% of the total points for the course and meet all of the following course requirements.

- The student must achieve a minimum 75% average on two *integrated laboratory practical* (ILP) tests
- The student must score a minimum of 75% on the aligned *orthotics presentation*.
- The student must score a minimum of 75% on each of the aligned *cultural competency* quizzes and assignments.
- The student must score a minimum of 75% on the *posture analysis project* assignment

### **Course Grading Scale:**

- A- 90% or more of total possible points including the comprehensive final exam; and completes all course requirements; and participation in at least one approved community service or professional development activity.
- B- 80% or more of total possible points including the comprehensive final exam; and completes all course requirements.
- C- 70% or more of total possible points including the comprehensive final exam; and completes all course requirements
- D- 60% or more of total possible points including the comprehensive final exam; and completes all course requirements.
- F- less than 60% of total possible points including the comprehensive final exam; or failure to complete all course requirements

**Attendance Policy:** The college attendance policy, which is available at <http://www.bpcc.edu/catalog/current/academicpolicies.html>, allows that “more restrictive attendance

requirements may apply to some specialized classes such as laboratory, activity, and clinical courses because of the nature of those courses.” The attendance policy of the Physical Therapy Assistant program is described in the PTA Student and Clinical Handbook.

### **Nondiscrimination Statement**

Bossier Parish Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Bossier Parish Community College does not discriminate in its hiring or employment practices.

#### **COORDINATOR FOR SECTION 504 AND ADA**

Angie Cao, Student and Disability Services Specialist

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Equity/Compliance Coordinator

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Reviewed by K. Cox 04/23